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PILOT PROGRAM FOR THE EXPANSION OF A STATE RESEARCH COORDINATING UNIT.

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NEW YORK STATE EDUCATION DEPT., ALBANY

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ACTIVITIES OF THE NEW YORK STATE RESEARCH COORDINATING UNIT ARE REPORTED FOR THE FUNDING PERIOD FROM JUNE 1, 1965 TO MARCH 31, 1967. THE PURPOSE OF THE UNIT WAS TO CONDUCT, PROMOTE, EVALUATE, AND DISSEMINATE OCCUPATIONAL EDUCATION RESEARCH ON AN INTRA- AND INTER-STATE BASIS. IT CONDUCTED TWO IN-HOUSE PROJECTS--ONE TO COMPARE THE EFFECTIVENESS OF MACHINE SHORTHAND WITH MANUAL SHORTHAND AND A SECOND TO STUDY THE FEASIBILITY OF ESTABLISHING A MODEL OCCUPATIONAL INFORMATION DISSEMINATION UNIT. OTHER ACTIVITIES INCLUDED--(1) IDENTIFICATION OF MEANINGFUL CURRICULUMS FOR SLOW LEARNERS IN BUSINESS EDUCATION, (2) THE VALIDATION OF NEWLY DEVELOPED INDUSTRIAL TEACHER TRADE COMPETENCY EXAMINATIONS, (3) IDENTIFICATION OF PROBLEMS AND PATTERNS OF ACHIEVEMENT IN OCCUPATIONAL EDUCATION PROGRAMS AT 2-YEAR COLLEGES, (4) DETERMINATION OF THE OPTIMUM HOURS OF SKILL INSTRUCTION NECESSARY TO ACHIEVE A GIVEN LEVEL OF SKILLS INSTRUCTION IN TRADE, TECHNICAL, BUSINESS, AND DISTRIBUTIVE EDUCATION, AND (5) A STUDY OF PILOT PROGRAMS AND THE DEVELOPMENT OF EVALUATIVE SCALES IN HOME ECONOMICS WAGE EARNING COURSES. PROJECTS SUPPORTED BY FEDERAL FUNDS ARE LISTED. (PS)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FINAL REPORT
Project No. 5-0101
Contract No. OE 5-85-117

PA 08

Pilot Program for the Expansion of a State Research Coordinating Unit

November 30, 1966
extended to March 31, 1967

VT003148

The University of the State of New York
The State Education Department
Bureau of Occupational Education Research

Pilot Program for the Expansion of a State Research Coordinating Unit

Project No. 5-0101
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The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education positions or policy.

The University of the State of New York
The State Education Department
Bureau of Occupational Education Research
Albany, New York 12224

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INTRODUCTION

The New York State Research Coordinating Unit is located in the State Education Building in Albany, New York, and is an integral part of the Office of Research and Evaluation.

New York State has pioneered the appointment of personnel to its staff to work full time on research in across-the-board vocational education. As early as the Fall of 1962, plans were made and a position approved in the budget of the Vocational Education Instructional Services Office to add such a position to the Office of Research and Evaluation. This provided for a full-time research professional with the same basic research qualifications as other professionals of the same grade, broadly knowledgeable in vocational education although not a subject matter specialist, and appointed from a Civil Service list. In February 1966, the Bureau of Occupational Education Research was approved by the Board of Regents, Civil Service and Budget officials. The establishment of the permanency of this Bureau is a direct result of the seed money granted when Project #5-0101 was approved.

The Research Coordinating Unit in New York State began officially on June 1, 1965 as the result of a $98,692 Grant from the U.S. Office of Education. This amount was supplemented by 4(a) and State funds amounting to $101,903. The original contract was due to expire November 30, 1966 but was extended to March 31, 1967. A proposal for continuation for an additional 19 months beyond November 30, 1966 (later March 31, 1967) was submitted to the U. S. Office of Education. The continuation was approved for $139,548; supporting 4(a) and State funds were $249,452.

The increase in funding was due to the inclusion in the continuation proposal of specific Research projects. In the original proposal specific research projects were funded under a separate contract (OE-5-85-110.)

ORGANIZATION

Supervision of the vocational research staff is under the Associate Commissioner of Research and Evaluation and the Director of the Division of Education Research. Major work assignments and duties originate with the Assistant Commissioner for Vocational Instructional Services who is also the State Director for Vocational Education, and are channelled either directly by him or through the Associate Commissioner for Research. Excellent professional relationships and mutual regard between the Chief Administrators of the two offices, and the fine working relationship of the Bureau of Occupational Research and other bureaus in the Education Department have made for a smooth working operation.

The Bureau of Occupational Education Research has the full resources and potential of other members of the Research and Evaluation staff. As illustrated by the accompanying diagram showing the personnel structure of the Research and Evaluation Office, a variety of specialized research talent is available for formal project assistance or informal consultation on vocational education research problems. On the research staff, are specialists in research in the social sciences and social structure, on elementary, secondary, and higher education, in experimental design and program evaluation, in educational psychology and in the application of statistical techniques to research problems. Data requiring computer analysis is channelled through the Bureau of Statistical Services which provides for data coding and run sequences and then routes this to the Division of Data Processing which houses and operates its own equipment.

The University of the State of New York
The State Board of Regents
Acting for
The State Board of Vocational Education

James E. Allen, Jr.
President of the University and Commissioner of Education

Deputy Commissioner
(Coordinator of Federally Aided Programs)

Associate Commissioner for
Research and Evaluation

Director Educational Research

Bureau of
School and
Cultural Research

Bureau of Research
in
Higher and Prof.
Education

Director of Evaluation

Bureau Dept.
Program Evaluation

Bureau School
Program Evaluation

Bureau of Statistical Services

Bureau of Occup.
Educa. Research

Associate Commissioner
for Elem. Sec. and Adult Pro.

Assistant Commissioner
Occupational Education

This unit progressed from a one man operation (1965) to the following:

Bureau of Occupational Education Research
Personnel Structure

Chief - Alan G. Robertson

Organize, develop, and assume responsibility for the operation of the unit. Supervise all permanent and temporary professional and clerical staff. Promote research. Provide consultative service both interstate and intrastate.

Associate - S. Charles Meislin

Process 4(a) (State Administered funds) projects. Provide consultative field services to local educational agencies in the development of local occupational education research programs and projects to be federally funded. Prepare material for the dissemination of the results of research and experimental programs for professional meetings, and articles in professional journals.

Assistant - M. Kenneth Margolius

Keep financial records current. Process appointment applications, expense and travel vouchers. Order office furniture and equipment. Write monthly summary of research projects. Process and complete questionnaires sent BOER. Coordinate use of state car assigned to Division of Research.

Education Aide - Dorothy H. King

Revise cards for collecting data on secondary school enrollment in vocational subjects. Collect data. Write report. Conduct routine data collections studies (example: school size trends in a specified time period) Write report. Set up file system. Responsible for classifying material for filing. Keep log book of USOE projects.

Education Trainee - Leonard Powell

Write abstracts of research pertinent to vocational education.
Maintain liaison with Division of Occupational Research. Disseminate research information to other RC Units, educational groups and staff members. Maintain staff library.

Developmental Program Coordinator - Part-time 4 days per week* - Peter T. Harkness

Contact person for interstate research arrangements. Prepare research contracts and agreements. Submit these to USOE and subcontracting institutions. Audit and log monthly reports both interstate and in-house research projects.
Write monthly research project report for USOE.

*Pilot experiment - Doctoral Candidate, Columbia University 4 days N.Y.S. Education Department and 1 day residence Columbia. Dissertation topic: "History of the Area Vocational Program in New York State with Particular Emphasis since World War II."

Statewide 4(c) Program Coordinator - Part-time 3 days per week - Theresa M. Mack

Receive, review, and process all experimental research and pilot studies which includes obtaining reviews by content specialists, drafting letters of endorsement or disapproval by Education Department to be forwarded to USOE.
Coordinate all routine BOER office activities.
Prepare conference folders.
Write 4(c) project monthly status report.

Research Consultants - Principal Investigator
September 1966 - April 1967 - Violet Drexler

"A Follow-up Study to Determine the Occupational Application of Machine Shorthand in Private and Public Occupations in New York State."

September 1966 - August 1967 - George DuBato

"A Feasibility Study to Investigate Structure and Operation of a Model Occupational Information Dissemination Unit Which would Operate Between the New York State Employment Service and the Bureau of Guidance of the New York State Education Department."

Clerical Staff

Senior Stenographer - Ann Marie Pettograsso
Stenographer - Mary Kay Turner
Typist - Deborah Austin
Typist - Anne Gibbs

OBJECTIVES

In March 1965, Dr. James E. Allen, Jr., New York State Commissioner of Education, sent letters throughout the State to Chief Executive Officers of Higher Education Institutions and to Chief School Administrators and Executive Officers of Community Colleges and Institutes informing them of the availability of federal funds for research in Vocational Education. He directed that all inquiries from these groups should be sent to the Division of Research and Evaluation. As a result, this RCU rendered advice and assistance to institutions and agencies throughout the State.

In accordance with the Federal Vocational Education Act of 1963 which provides funds to the states under Section 4(c) for research, demonstration, and experimental projects, the New York RCU has been promoting, evaluating, and disseminating occupational education research both intra-state and interstate.

The goals of the RCU fall into several main categories as follows:

1. To assume responsibility for the conducting of research projects for a broad range of studies which include the identification of the occupational education needs of youth and adults; the effectiveness of occupational information dissemination; evaluation of professional services and educational structures; the timeliness of present curriculums in occupational education; the identification of fields in which new curriculums should be developed.

2. To identify occupational education programs or problems in schools and two-year college programs which would be fertile areas for research, training, experimental, demonstration or pilot programs; to make preliminary contacts with these educational agencies and coordinate liaison for the necessary research to be carried out by those agencies, by the research staff of the State Education Department, or by universities and other private research organizations under contract to the State Education Department.

3. To provide consultative field services to educational agencies, both public and private, in the state in their development of occupational education research programs and projects for state or federal funding; assist these agencies in refining research techniques or research design and transmitting these proposals to the appropriate funding agencies.

4. To prepare materials for dissemination of the results of occupational education research, pilot, demonstration or experimental programs through summaries of research findings by making reports to professional meetings, by communicating with other branches of the State Education Department and through articles in professional journals.

5. To provide liaison in occupational education research stimulation on an interstate basis cooperating with other state education departments, state universities and educational agencies on a concerted attack on timely and pertinent occupational education programs which have a regional rather than a statewide implication.

6. To provide upon request evaluation designs, techniques and field services to the office of Occupational Education and Manpower Resources as it becomes necessary to evaluate new programs and structures in the occupational education instruction program.

ACTIVITIES

Following are specific research projects which are illustrative of the Bureau's major purposes:

1. A research study to determine the feasibility and necessity of an occupational education unit which prepares appropriate materials for the use of guidance, counseling placement and occupational education personnel at the secondary and two-year college levels.

2. A feasibility study to investigate the use of mass media to mould public opinion of the disadvantaged as to the importance of occupational education.

3. The continuation of development, in conjunction with the State Education Department, State of Connecticut, of regional aptitude testing batteries which will assist counselors in advising students as to their potential success in the various trade and industrial secondary curriculums which are similar in the occupation education programs of both states.

4. The conducting of a statewide follow-up study to determine problems and patterns of achievement in occupational education programs at two-year colleges, of those students who have entered such colleges with backgrounds in vocational secondary education. Aspects of this investigation involve studies of the socioeconomic background of such students as related to their success and college level problems.

5. The development of evaluation criteria and rating scales for new area programs in occupational education to provide assistance for the nationwide evaluation of programs under the Federal Vocational Education Act of 1963 which probably will take place in the Federal fiscal year of 1968.

6. Conducting a time study job placement analysis to determine the optimum hours of skills instruction necessary for secondary students to achieve a given level of skills capability in the areasof trade, technical, business and distributive education.

7. A study in conjunction with New York City to determine the feasibility of initiating programs of occupational education in large city comprehensive high schools. (In planning stage)

8. Research projects to identify meaningful curriculums and programs in business education in secondary schools for slow learners who have prospects of immediate employment upon graduation from such programs. (In planning stage)

9. The conducting, with the cooperation of the Division of Industrial Education, of validation studies of newly developed industrial teacher trade competency examinations and their approrpiateness and best utilization in a revised industrial teacher program.

10. To conduct a study to determine the effectiveness of machine shorthand as compared to manual shorthand in preparing high school and community college students for entry employment; the feasibility of teaching machine shorthand to slow learners.

11. The application of research and evaluation of the results of pilot programs in wage-earning home economics from Interstate Research Project OE-5-85-110 to pilot secondary programs to develop and test evaluation instruments in the wage-earning home economics health care services area.

Other Specific activities planned to implement other major purposes include:

1. The conducting of several statewide workshops identifying priority occupational education research, pilot, and experimental program problems, and statewide resources for starting a concerted attack on such problems.

2. The continuing of a regular program of abstracting timely articles and research reports and disseminating them directly to professional educators who would be interested in the application of their content.

3. The continuation of state funded interstate research and development projects such as "Guidelines for the Evaluation of Secondary Horticulture Programs" which was successfully completed in cooperation with the State of New Hampshire in June of 1966.

4. The continuation of consultation and program review services in the Education Department for any educational agency, public or private, developing projects suitable for funding under sections 4(a) or 4(c) of the Federal Vocational Education Act.

5. The conducting of other such short time activities as may be appropriate to the immediate goals of the Office of Occupational Education and Manpower Resources in New York State.

ACTIVITIES

The following summarizes the work accomplished by this RCU during the contract period:

I. PUBLICATIONS

A. Brochures and Pamphlets

1. Key to Educated Manpower. A Challenge of the Present - Hope of the Future. A Proposal for Area Centers of Cooperative Educational Services. Distribution - 15,000, - Administrators, School Board Members, etc.

2. Schools, Skills and Scarcity - A Proposal for Area Centers of Cooperative Educational Services.

3. Vocational Education in New York State. New York World's Fair Distribution, 1964-65.

B. Professional Journals

1. Area Centers for Cooperative Educational Services in a Four County Area, Robertson, Alan G., CPPGA Newsletter, May 1965.

2. Manpower Development Training, Robertson, Alan G., Bulletin to the Schools, 1964.

3. Expectations of Vocational Education Students in New York State, Robertson, Alan G., Rebuttal to editorial in Saturday Review of Literature, August 1964.

C. Abstracts

1. The Process and Product of Trade and Industrial High School Level Vocational Education in the United States, American Institute of Research, September 1965.

2. A Research and Experimental Junior High School Study to Measure the Effectiveness of Reducing Stress Factors in a Special Pre-Vocational Program of Boys over 14 Who Are Academically Retarded, Lack Basic Skills and Often Have Personality Problems (Baldwin Harbor, N.Y.)BOR-1

D. Studies

1. A Study of Supply and Demand for New York State Teachers of Home Economics with Implications for Teacher Preparation for Bureau of Home Economics Education, New York State Education Department, 1965.

2. Interstate Project in Evaluation of Secondary Programs in Vocational Ornamental Horticulture, New York State Education Department, 1965-66. (In cooperation with the University of New Hampshire)

3. Education for Occupations. Grass Roots Thoughts and Beliefs in New York State. A Summary of The Multi-County Area Studies, 1967.

4. Educational Opportunities for the Secondary Occupational Program Graduates, Livingston I. Smith, February 1966.

E. Research Design

1. A Study of Off-Farm Agricultural Occupations in New York State; Harold R. Cushman, Virgil E. Christensen and Garry R. Bice, January 1965.

F. Monograph

1. Manpower Shortages in New York State, June 1966.

II. BUREAU PROJECTS - Listing Institution or Principal Investigator Responsible for Field Work Under Contract

A. "In-House" Projects

1. "A Feasibility Study to Investigate the Proposed Structure and Operation of a Model Occupational Information Dissemination Unit which would Operate Between the New York State Employment Service and the Bureau of Guidance of New York State Education Department," George S. DuBato, Principal Investigator.

2. "A Follow-up Study to Determine the Occupational Application of Machine Shorthand in Private and Public Occupations in New York State," Mrs. Violet Drexler. In-house study to determine the validity of present shorthand courses, and the merit of establishing courses in machine shorthand.

B. Other Projects

1. "A Survey of Existing Multi-Occupational Programs of Vocational Education in New York State," Dr. Gerald Leighbody, SUNY, Buffalo. This study of factors contributing to quality in high school multi-occupational programs has been carried out through contacts with and observations of existing programs in New York State, Connecticut, Pennsylvania and Ohio.

2. "The Innovative Aspects of Emerging Off-Farm Agricultural Programs at the Secondary Level and the Articulation of Such Programs with Technical College Curriculums in Agriculture," Dr. Joseph Bail, Cornell University. This project was carried out through consultation with representatives of high schools, state technical colleges, the State Education Department, and others. Existing programs in technical colleges and pilot high schools were observed and reviewed, and instruments were designed to help identify innovative procedures at the local level.

3. "An Analysis of Selected Business and Technology Programs in High Schools and in Two-Year Colleges and Institutes of New York State with a View Toward Initiating Articulation Procedures in Counterpart Offerings," Center for Urban Education, Dr. Michael Brick. The study featured a conference on articulation of relevants technical education programs, and analysis of data obtained from selected representative schools.

4. "Evaluation of Secondary School Programs to Prepare Students for Wage-Earning in Occupations Related to Home Economics," Dr. Helen Y. Nelson, Cornell University. The first phase of this study has been completed and the second is underway, scheduled for completion in June 1967.

5. "The Selection of Students for Entrance into Trade Programs in Public Secondary Vocational Schools," Dr. John G. Miller, New York University for Connecticut State Education Department. This study was carried out through the selection of pilot schools, administration of test batteries, and development of achievement instruments.

B. Other Projects (Continued)

6. "A Study of School and Community Factors Related to Vocational School Placement and Employment Performance in Trade and Industry," The American Institute for Research, Pittsburgh, Pa. 1965. This study attempts to identify characteristics of schools and communities which influence job placement and performances of trade and industrial program graduates.

7. "The Evaluation of the Effectiveness of a Pilot Program for Underachievers," BOCES, Bedford Hills, N. Y., Northern Westchester Technology and Education Center, (Project Development and Design). The program being evaluated is an industrial arts oriented lab-shop project method, extending into common branch areas of learning. BOR 2

8. "A Follow-up Study of High School Students Who Completed a New York State Syllabus-Outlined Bookkeeping Course During 1960-61," SUNY at Albany, Dr. R. E. Fairbank. The study was designed to identify any existing relationship between knowledge and skills included in New York State bookkeeping syllabi and those needed in post-graduate activities. BOR 3

9. "Collegiate-Vocational Training Education Project," (COVET), City University of New York, Dr. Irving Slade. This project is designed to encourage vocational high school students to continue their education at the two-year college level. BOR 4

10. "Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Health Care Occupations Related to Home Economics," Cornell University, Helen Y. Nelson. BOR 5

11. "Significant Job Success Factors Found in Work Study Programs in Five Major New York Cities," Syracuse University, School of Education, Gerald E. Benjamin. The study will identify and describe major work-study variations in New York State cities and relate such variations to graduates' economic success. BOR 6

12. "An Investigation of the Reliability and Validity of Selected Trade Competency Examinations and their Use in Evaluating Prospective Trade and Industrial Teachers," SUNY at Oswego, Dr. Robert Reilly, Dr. Lewis Koenigsberg. BOR 8

13. "Proposal for Study of Data Processing Occupational Skills and Educational Training Objectives," Suffolk County, Dr. Ernest F. Weinrich. BOR 10

III. CONFERENCES

A. Staff members participated in the following conference programs:

1. The Bureau Chief coordinated the research program for the annual American Vocational Association's Conference in Denver, Colorado attended by 9,000 members. The American Vocational Education Research Association was newly chartered at this conference to facilitate national coordination of vocational education research by professional researchers. Dr. Alan G. Robertson was designated President-elect for 1967-68.

III. CONFERENCES (Continued)

2. Staff members attended the Michigan Research Coordinating Unit Research Training Workshop. Among the several topics of discussion were: research diffusion, techniques of proposal writing, and new areas in curriculum and guidance in need of research. This workshop was part of the Bureau's in-service training program.

3. The Tests and Measurements Conference in Vocational Education held at Colorado State University.

4. New York State Agricultural Conference at Alfred, New York. The theme of this conference, sponsored by the Association of Teachers of Agriculture, was "Professional Improvement."

5. The Governor's Conference on Women where a series of workshops explored job and executive opportunities for women, education of girls and women, laws affecting women, and the concerns of women with present day social problems.

6. A three-day workshop held on the development of new trade teacher industrial competency examinations to be developed in New York State during the summer of 1966.

7. Two staff members attended a federal regional meeting concerning reporting to the U. S. Office of Education. Several results of this conference are of particular importance to the Bureau:

   a.) A revision of reporting procedures for Vocational Education within the State Education Department, particularly dealing with postsecondary programs.

   b.) The assignment of prime responsibility for reporting statistical data to the Bureau.

   c.) Occupational education data gathering will be tied in with the Total Program Day Secondary Report being developed by the Bureau of Statistical Services. Similar coordination is being developed for total reporting of adult education programs.

8. Two staff members participated in a research conference for agricultural education administrators and teachers at the secondary and postsecondary level at Rutgers University. They made presentations which involved a talk on the history, development, present structure, goals and activities of New York's Research Coordinating Unit and the State's role in determining practices contributing to quality, off-farm secondary programs. They also participated in a pre-conference session to determine the scope and nature of a proposed project tentatively called, "An Interstate Investigation of Employment Opportunities and Education Requirements in Outdoor Recreation Enterprises."

III. CONFERENCES (Continued)

9. Articulation Conference Between High Schools and Two-Year Colleges, in Business, Electrical and Mechanical Technology, Graystone Conference Center, New York City, October 1966.

10. A representative attended a two-day conference in Madison, Wisconsin on, "Research for Apprenticeship Training." The conference was sponsored by the United States Department of Labor, Office of Manpower Policy, Evaluation and Research, and the Center for Studies in Vocational and Technical Education of the University of Wisconsin, Industrial Relations Research Institute.

11. The Mid-Hudson School Council, on Developing Research Programs for State and Federal Funding. (This speech was in place of a scheduled address by Dr. David Bushnell.)

12. Dr. Alan G. Robertson gave an address at the American Vocational Association Meeting in Miami, Florida.

13. A presentation was made at the State Industrial Education Conference in Monticello, New York. New research projects were discussed, including an in-house project by this Bureau. Assistance was received in the preparation of a questionnaire for this project which is concerned with Occupational Information Dissemination.

14. The Northeastern States Agricultural Education Research Conference at Pennslyvania State University. An address by the Bureau Chief was entitled, "Interstate Project in Evaluation of Secondary Programs in Vocational Ornamental Horticulture."

15. The Bureau Chief delivered a major address to the New York State Counselors Association at a State Conference on the topic: "College Admissions Opportunities for Vocational Program Graduates of New York State High Schools."

IV. CONSULTATIVE SERVICES PROVIDED

A. <u>To New York State Agencies</u>

Services provided by the Bureau to the New York State Education Department and other New York State agencies are as follows:

1. Pertinent information on manpower shortages in selected occupations was provided to the State Department of Commerce.

2. Manpower needs and personnel shortages in selected occupations was provided to the Assistant Commissioner of Education for Occupational Education.

IV. CONSULTATIVE SERVICES PROVIDED (Continued)

3. High school enrollments in selected occupations was provided to the Executive Department, Division for Youth.

4. Mailing lists of persons connected with selected professional groups for the Governor's Conference on Manpower Training was provided to the State Department of Labor.

5. Annotated bibliography was provided for the Education Department, Bureau of Industrial Arts Education.

6. Vocational materials developed by previous groups of consultants and special panels on occupational education were rewritten and synthesized; a paper was formulated on, "New York State Goals for Occupational Education" to be presented to the Regents of the University of the State of New York as the officially approved policy to be adopted by the State Education Department.

7. This Bureau is a member of the Task Force on cooperative arrangements with the New York State Department of Labor, Division of Employment, and the New York State Education Department, Division of Pupil Services, Bureau of Guidance and the Bureau of Occupational Education Research. A meeting was held during which representatives of the different agencies identified the employment and manpower needs of their respective bureaus. The purpose of this Task Force is to coordinate data on manpower needs concerning training and/or employment and for the pooling of information and services.

8. Discussion was held on a project entitled, "Developing Educational Vocational Experience for Long-term Occupational Adjustment of Parolees." The project is being conducted by the Executive Department, Division of Parole. A discussion with the Bureau centered around the research development phases.

9. Dr. Lorne Woollatt, Associate Commissioner for Research and Evaluation for New York State, has designated this Bureau as the screening agency for the evaluation procedures required in all proposals submitted to the Education Department under Titles I and III of the Federal Elementary and Secondary Education Act which deal with vocational education or in ancillary areas. Six Title I ESEA projects have been evaluated.

B. <u>Other Consultative Services</u>

1. The Bureau Chief and an Associate conferred at Oswego with the Guidance Institute for Vocational Guidance Counselors interested in Trade and Industrial Education. Information on occupational education research was presented and several samples of studies performed in New York State and other sections of the country having to do with vocational education, were cited. The Associate discussed an abstract of a national study conducted by the American Institute for Research, under a grant from the Ford Foundation to the University of Pittsburgh. The abstract was on, "The Process and Product of Trade and Industrial High School Level Vocational Education in the United States."

IV. CONSULTATIVE SERVICES PROVIDED (Continued)

B. Other Consultative Services

2. Two staff members interviewed the Supervisor of Salaried Personnel, at the Lansing, Michigan, Oldsmobile Plant. A program was discussed which the Supervisor was instrumental in establishing whereby a city technical school has arranged its program to include courses which are required for Oldsmobile's Four-Year Apprenticeship Training Program. Hiring practices which have direct bearing on secondary vocational education programs, and company promotion policies also were discussed.

3. The Bureau Chief and an Associate met with Mr. Smith, Associate Trainee Technician of the Municipal Police Training Council of the Executive Department, Office of Local Government, Albany. Mr. Smith sought consultation on the evaluation stages of a program prepared for police cadets and police trainees in the State of New York. The Bureau Chief discussed several phases of the program where evaluation research could be performed.

4. Assisted the State Education Department of the State of New Jersey in establishing line and staff duties for a table of organization for their research.

5. Gave assistance to the College of Agriculture, Cornell University, on their project - "The Development and Improvement of Direct Work Experience Program in Expanded Vocational Education Offerings at the Secondary School Level."

6. Two staff members consulted with the Experimental Program Committee at Baldwin Harbor Junior High School, Baldwin, New York, to discuss a follow-up of the students who were in a "Self-Contained Opportunity Class" for the last two years and have now moved on to regular matriculation.

7. Conferred with State Vocational Director of Maine (offered assistance in the eventual establishment of an RCU in that state.)

8. Conferred with Director of Vocational Education at Montpelier, Vermont, in reference to preparing local area surveys in Vermont.

9. A representative was sent to observe the vocational education exhibits at the New York State Exhibition held in Syracuse on September 3. On returning, a presentation was made to staff members outlining the activities of the various exhibits, particularly those of FFA, VICA, DECCA, Manpower Training and other groups.

10. A half-day conference was held with the newly appointed Director of Research at the State University College at Oswego. The director was briefed on the different USOE sources for funds for research, given the names of his research counterparts in other educational agencies in the State, briefed on State University and Education Department channels of research approval, and acquainted with the state and national professional research associations.

IV. CONSULTATIVE SERVICES PROVIDED (Continued)

B. Other Consultative Services

11. A meeting was held with Dr. Bernard Yabaroff of USOE on the relationship between vocational education and the State Employment Service.

12. A meeting was held to develop research relationships with personnel at Syracuse University.

13. The entire staff attended an open-house at the Albany Manpower Development Training Center. An examination was made of facilities and knowledge was gained of operating procedures and policies.

14. A staff member prepared an analysis of the voting patterns on propositions 7 and 9 in the last election. These propositions concerned the "Lottery" and "Buffalo Fiscal Independence."

15. A questionnaire was completed for the Service School Command, U. S. Naval Training Center, concerning information on vocational education teachers in the State of New York.

16. The Bureau provided statistical information regarding follow-up studies of vocational high school graduates in selected high schools of Nassau County. This was done in conjunction with a request from a graduate student doing research in this area.

17. On request from the Center for Studies in Vocational and Technical Education, University of Wisconsin, data were compiled on 1965-66 Vocational Course enrollment in all New York State public secondary and postsecondary schools. These data will be incorporated into a United States Vocational Education Directory scheduled for publication early in 1967.

18. An exploration into the feasibility of a pilot program in industrial teacher certification under Dr. Schaffer at Rutgers University is being carried out.

19. Consulted with representatives of Bureau of Statistical Services, Division of Occupational Education, and Office of Data Processing, on development of data collection form for Basic Educational Data System (BEDS).

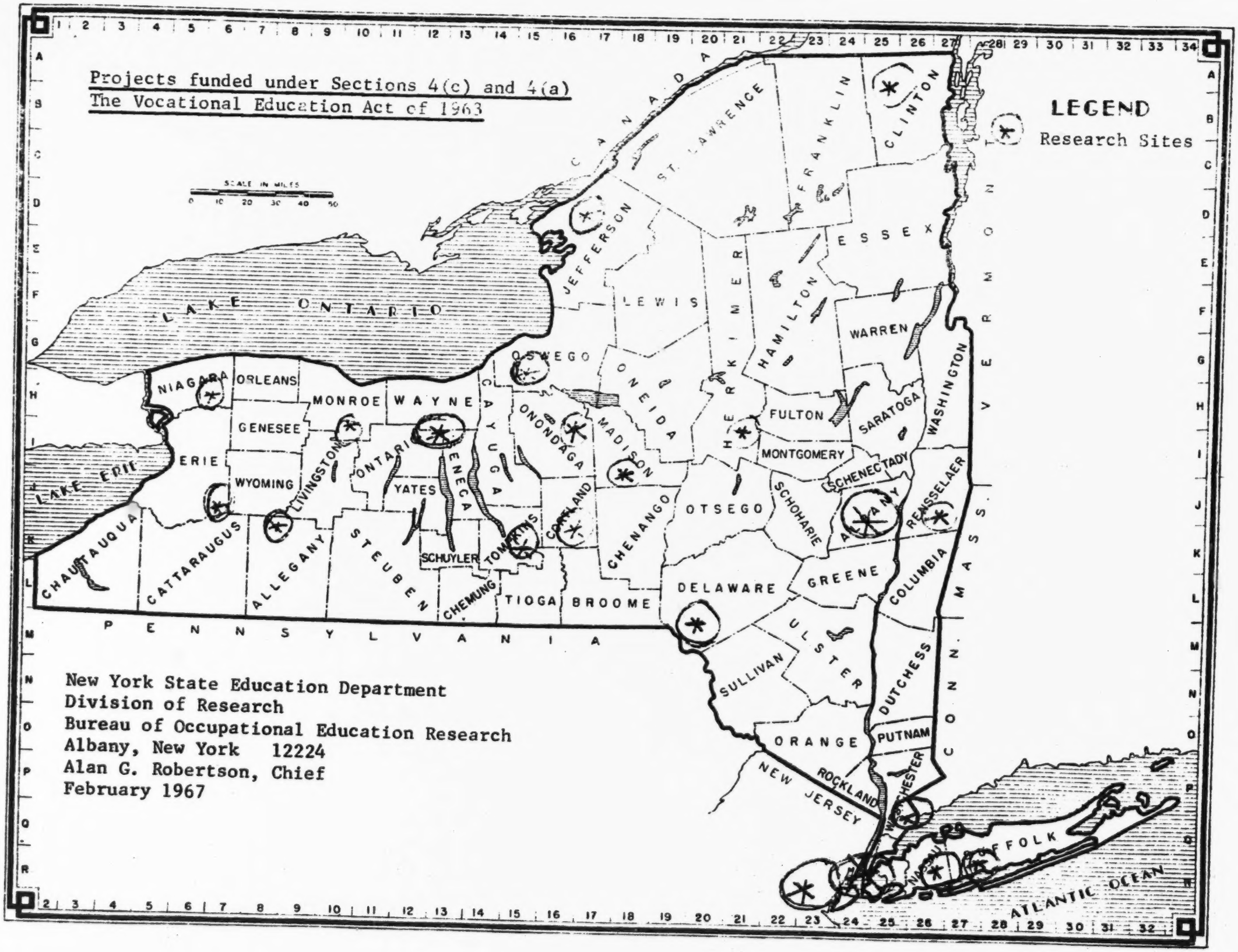
20. Gave consultant services to International Fire Administration Training Institute, SUNY at Albany, in designing a proposal for a professional firefighting Two-Year degree pilot program.

21. Coordinated the USOE Health Occupational Curriculums Survey for New York State.

The following is a partial list of agencies and institutions with whom this RCU has worked actively on research and development projects:

1. New York Medical College
2. Connecticut State Education Department
3. Cornell University, New York State, College of Agriculture
4. Cornell, College of Home Economics
5. State University of New York at Delhi (Agricultural and Technical Institute)
6. New York University
7. American Technical Education Association, Inc.
8. Center for Adult Education Research, Teachers College, Columbia University
9. City University of New York
10. Mental Health Society, New York City
11. National League of Nursing
12. New York Institute Technology, New York City
13. Bronx Community College
14. State University of New York at Oswego
15. State University of New York at Cobleskill (Agricultural and Technical College)
16. Dutchess Community College
17. State University of New York at Morrisville
18. Alfred Agricultural and Technical College
19. New York University, School of Education
20. Bethpage, L.I., Public Schools
21. State University of New York at Buffalo, Department of Industrial Education
22. Cornell University, School of Hotel Administration
23. Erie County Technical School
24. Mental Health Film Board - Board of Education, New York City
25. Empire State Health Council - Albany
26. Levittown Union Free School District #5
27. Fashion Institute of Technology - New York City
28. State University of New York at Albany, School of Business and Department of Business Education
30. Bedford Hills Board of Cooperative Educational Services
31. University of Buffalo
32. North Tonawanda, New York Schools
33. New York State Employment Service
34. Baldwin Harbor Schools
35. Ford Foundation - Division of Vocational Education Research
36. Upstate Regional Education Laboratory (Federally funded) The Bureau is represented through the Director of Research, State Education Department

There has also been close liaison with the Educational Research Training Center (ERIC) through Dr. Norman Kurland, Director of New York State's Center for Innovation.



New York State Education Department
Division of Research
Bureau of Occupational Education Research
Albany, New York 12224
Alan G. Robertson, Chief
February 1967

FUNDED PROJECTS

The projects reported hereafter are those which were supported by Federal funding. In addition, consultative service was given to twenty-four projects of which thirteen were disapproved for funding by USOE, ten were withdrawn or dropped, and one was funded by other sources. Consultative service was given in all cases, and varied from a limited to a very extensive amount of time.

4(c) Projects Approved by USOE

No. 5-8434	City University of New York, "Development of Marketable Typing Skill: Sensory Processes Underlying Acquisition" December 1965 to April 1966	
No. 6-8255-1-32	American Technical Education Association, Inc., William Fenninger, Executive Secretary, "The Insurance of Maximum Opportunity for Technological Education for All" Submitted July 1965 February 14, 1966 to July 15, 1966	$ 8,200
No. 5-8270	New York University, "An Investigation of Changes in Gregg Shorthand" June 1965 to May 30, 1966	$ 6,734
No. 5-0049	Mental Health Society, New York, "The Social Restoration of Young Offenders" June 1, 1965 to May 3, 1967	$362,991
No. 348-65	Cornell University, "Post High School Migration and Vocational Choice Pattern of Students from an Economically Depressed Area" September 1965 to August 1966	$ 5,184
No. 5-0164	Cornell University - College of Agriculture, "The Further Development of Research Competencies of Personnel in Vocational Education Research and Development" September 1, 1965 to August 31, 1966	$117,245
No. 5-0101	Office of Research and Evaluation, State Education Department, "Expansion of Present Vocational Education Research Unit Into a Bureau of Research and Evaluation in Occupational Education" Submitted June 1965 June 1965 to November 1966	$ 97,437
No. 5-0006	New York Institute of Technology, "Experimental Program for Training and Retraining of Older Workers, Unemployed Youth and Disadvantaged Section of the Population" May 1, 1965 to October 31, 1966	$ 76,408
No. 5-0749	New York Medical College, "Application of Edison Response Environment System" May 1, 1965 to October 31, 1966	$110,634
No. 1120	Queens College - CUNY, "Institute for Counselor Educators in Vocational Choice Theory" October 1965 - 10 days	$ 7,488

4(c) Projects Approved by USOE

No. 5-0039	National League of Nursing - N.Y.C., "Identifying Characteristics of Practical Nursing Students for Use in Guidance and Selection" April 1965 to March 1967	$ 19,800
No. 344	Niagara Community College, "Content and Concepts in Electronic Technology Still Relevant Ten Years from Now"	$ 2,200
No. 5-0157	Cornell University, "Feelings and Emotions in Vocational Education" - formerly - "Relevance of Secondary Education Aftereffects on Performance on Certain Secondary Education Tasks in Vocational Choice" Submitted March 1965 April 1965 to December 1968	$ 17,687
No. 5-0156	Cornell University, "Anxiety, Disorientation and Improvement of Direct Work Experience Program in Expanded Vocational Education Offerings at the Secondary School Level" October 1965 to October 1968	$ 39,418
No. 5-0071	Delhi Agricultural and Technical Institute, "A Training Program in Animal Science" July 1965 to June 1967	$ 58,077
No. 528	Cornell University - College of Home Economics, "Evaluation of Student Teaching in Home Economics" Submitted September 1965 September 1965 to September 1966	$ 6,103
No. 217	Cornell University - Department of Rural Education, College of Agriculture, "The Development of an Inventory to Identify Interest in Selective Agricultural Occupations" Submitted November 1965 February 1, 1966 to January 31, 1967	$ 7,335
	Morrisville, SUNY, "An Eight Week Summer Institute Training Program to Train Instructors of Instrumentation Technology" Submitted February 1966 July 5, 1966 to August 26, 1966	$ 29,000
No. ER-373-65	Rochester Institute of Technology, "Industrial Instrumentation Technology for Instructors in Junior Colleges and Technical Institutes" July 5, 1965 to August 13, 1966	$ 24,795
	Center for Adult Education Research, Teachers College, Columbia University, "Salient Determinants of Education Participation by Non-College Bound Young Adults" Submitted August 1965 January 1966 to September 1968	$210,300

No. 5-53 Bronx Community College, "Operation Giant Step: Vocational Training of Disadvantaged Youth as Industrial Technicians by Modular Instruction at a Community College"
September 1965 to July 1970 $ 50,000

No. 5-0043 New York State Education Department and Connecticut Education Department, "A Developmental Project for Interstate Research, Demonstration Training and Pilot Programs in Vocational-Technical Education"
June 1, 1965 to November 30, 1966 $194,741

No. 288 State University of New York at Albany, "Form of and Procedures in Taking Dictation for Initial Stenographic Secretaries" Submitted May 1966 (Originally submitted as New York University Study)
September 1966 to February 1968 $ 43,643

Oswego - State University College, "Training Program in Shop and Laboratory Planning" Submitted February 1966
July 6, 1966 to July 15, 1966 $ 8,044

Cobleskill - The Agricultural and Technical College, SUNY, "Evaluation of Criterion as a Basis for Revising Existing Programs and Establishing as Needed, New Programs to Meet the Critical Need for Post High School Education for Technical and Vocational Training in Agriculture" Submitted February 1966
August 1 to 5, 1966 $ 21,944

Mohawk-Hudson Council on Educational Television and Russell Sage Department of Nursing, "A Coordinated Television Hospital Refresher Course to Upgrade Skills and Return Inactive Registered Nurses to Nursing Practice"
January 1, 1966 to June 30, 1968 $434,453

Dutchess Community College, "Numerical Control Teacher Training Institute - Drafting and Machining" Submitted February 1966
June 20, 1966 to July 28, 1966 $ 94,620

4(c) Projects Approved by USOE But Temporarily Shelved

No. 209 Cornell University, "To Insure that Students in Vocational Education Acquire Reading Comprehension Skills Essential for Present and Future Learnings"
June 1965 to October 1967 $ 81,900

4(c) Projects Approved by USOE But Withdrawn

Mohawk Valley Community College, "A Study to Determine the Need for, and Competencies Required by Maintenance Engineering Technologists"
September 1965 to August 1966 $ 19,920

4(a) Ancillary Services of Federal Vocational Education Act of 1963

BOR-1 Baldwin Harbor Junior High School, Baldwin, L.I., New York, "A Research and Experimental Junior High School Study to Measure the Effectiveness of Reducing Stress Factors in a Special Pre-Vocational Program of Boys Over 14 Who Are Academically Retarded, Lack Basic Skills, and Often Have Personality Problems."
Mrs. Slonim, Guidance Department, 2nd year - funded to June 30, 1967 $ 7,895

BOR-2 Westchester BOCES #1, Northern Westchester Technology and Education Center, 845 Fox Meadow Road, Yorktown Heights, New York, "The Evaluation of the Effectiveness of a Pilot Program for Underachievers." Dr. Noble J. Gividen, Superintendent, 2nd year - funded to June 30, 1967 $ 15,000

BOR-3 State University of New York at Albany, "A Follow-Up Study of High School Students Who Completed a New York State Syllabus-Outlined Bookkeeping Course During 1960-61."
Dr. Roz Fairbanks, 2nd year - funded to June 30, 1967 $ 3,603
To April 1, 1967 $ 3,000

BOR-4 The City University of New York, "Collegiate - Vocational Education Training Program." Dr. Irving L. Slade, funded to June 30, 1967 $ 18,000

BOR-5 Cornell University - New York State College of Home Economics, "Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Health Career Occupations Related to Home Economics." Dr. Helen Y. Nelson, Associate Professor, extended to June 30, 1967 $ 4,000

BOR-6 Syracuse University, School of Education, "Significant Job Success Factors Found in Work-Study Programs in Four Major New York Cities." Gerald E. Benjamin, Research Associate, funded to June 30, 1967 $ 19,432

BOR-8 State University College at Oswego, "Evaluation and Validation of Trade Competency Examinations for Prospective Trade and Occupational Teachers." Gordon McMahon, Project Director, funded to June 30, 1967 $ 16,708

4(a) Projects Cont.

BOR-9	"Using Programmed Instruction With and Without Skills Training to Teach Psychomotor Skills"	(Phase 1)	$ 5,888
	"Using Programmed Instructional Materials in Occupational Education"	(Phase 2) (1968 funding)	$ 3,702
BOR-11	Oceanside High School, "Guided Occupational Training." Mr. Levy and Mr. Schwartzstein	(Phase 1)	$ 2,641
		(Phase 2)	$ 10,015
BOR-12	City of New York, "Development of Curriculums for Occupational Education." Dr. Harry Wolfson	(Phase 1)	$ 10,635
		(Phase 2)	$ 1,865
BOR-14	Rochester School District, "An Automated Developmental Counseling System." Dr. Alfred Stiller		$ 2,000

In Process of Development

• Suffolk County BOCES Data Processing Courses Dr. Ernest Weinrich	$ 1,500
• Evaluation Proposal Project James McFadden	$ 1,000
• New York School of Industrial and Labor Relations "The M.D.T.A. Dropout" Robert Risley and Philip Foltman	$ 1,000
New York State Education Department, "A Follow-Up Study to Determine the Use of Machine Shorthand in Business, Industry and Public Occupations in New York State" July 1966 to June 1967	$ 15,282

Miscellaneous - Vocational Education

Manpower Development Training Project Submitted to USOE for Approval

City of New York Board of Education and Postgraduate Center for Mental Health, "In-Service Training of Group Counselors in Manpower Development and Training Program." July 1, 1967 to October 12, 1968	$ 49,805

RESEARCH DISSEMINATION AND ACQUISITION

This RCU has recognized the need for getting significant research and reports of demonstration, pilot, experimental, and innovative programs into the hands of local teaching and administrative personnel, other research agencies in occupational education, operating bureaus in occupational education and with other State Research Coordinating Units.

To facilitate this RCU's dissemination function a practice of preparing short easily readable abstracts of the final reports of all RCU sponsored and in-house projects has been initiated. These abstracts are made available on request to any individual or agency with an interest in occupational education. In addition, they are often distributed at regional and national conferences and are disseminated, as a matter of routine, through the mails according to a comprehensive mailing list.

The State Education Department Library receives and stores all Micro-fiche emanating from the Educational Research Information Center. This RCU provides a service to the other operating Bureaus in the Division of Occupational Education and those bureaus which provide ancillary services to the Assistant Commissioner of Occupational Education by preparing printouts of projects in the ERIC system pertinent to program development. This RCU is constantly aware of the need to keep abreast of developments in occupational education research. To this end a systematic methods of acquiring current information has been established. The RCU maintains communication with the ERIC Clearinghouse on Vocational and Technical Education in Ohio, the Wisconsin Research and Development Center for Studies in Vocational and Technical Education and is on the mailing list of each of the country's forty-three Research Coordinating Units.

EVALUATION

A permanent Ad Hoc Advisory and Evaluation Committee to the Bureau of Occupational Education has been constituted and met twice during the contract period. This committee is responsible for the evaluation of the activities and program of the Bureau purposes. The Ad Hoc Advisory Committee consists of:

Chairman - Dr. Virgil E. Christensen, Research Associate, Center for Research and Leadership Development in Vocational-Technical Education, Ohio State University - Consultant to the U. S. Office of Education on State Research Coordinating Units.

Dr. Gerald Leighbody, Chairman, Department of Vocational Education, State University at Buffalo - Former Assistant Commissioner for Vocational Education, State Education Department, State of New York, Former Assistant Superintendant for Vocational Education and Assistant Superintendant for Instructional Services, City of Buffalo, New York.

Dr. Samuel McClelland, Director of Research, Division of Research, Testing and Evaluation, New York City, New York Public Schools.

At these Ad Hoc Advisory Committee meetings held at Albany, New York, the entire work and operation of the Bureau of Occupational Education Research is reviewed and compared with committee recommendations made at previous sessions. The committee chairman is responsible for preparing written reports and these reports have been submitted with the monthly reports of the Research Coordinating Unit to the U. S. Office of Education.

The Ad Hoc Committee of the Expanded Bureau for Research and Evaluation in Occupational Education (USOE 5-0043) met January 10-11, 1966 in the State Education Department in Albany, New York. The purpose of this meeting was:

1. to orient the committee members to the Bureau's function, organization and operation

2. to set up benchmarks for evaluation as set up in the proposal for the summer of 1966.

3. to make advisory recommendations

In accordance with these purposes, the following report was submitted by the committee:

The three members of the Evaluation Committee after hearing activity reports from Dr. Robertson and staff members came to the following conclusions:

1. There is need for a more specifically stated set of objectives. The committee recognized a number of operational objectives. However, for evaluation purposes it was thought that something more concrete was desirable.

2. The committee felt it might be desirable to establish some hierarchy among the objectives and establish general priorities for the activities carried on within the objectives.

3. Serious consideration should be given to the area of the disadvantaged. What activities could and/or should this bureau be doing to meet the needs of disadvantaged youth in depressed communities?

4. There was general concern that unless the staffing pattern for the Bureau is completed soon and with full time personnel (both professional and clerical) that it would be most difficult to initiate many new activities considering the extent of present commitments.

5. Some organized charting scheme, program flow chart or systems technique might prove to be advantageous to coordinate staff operations and to keep others informed of this Bureau's current and projected activities.

6. The committee members would suggest a periodic review of all immediate program activities shown on page 8 of the proposal with decisions as to:

   a. what is being done that ought to be expanded
   b. what is being done that ought to be phases out
   c. what was planned but not feasible and hence should be rewritten or restructured.

7. The committee was very pleased with the report of work that has been done. There is evidence of a great deal of industry and dedication by the staff.

8. The committee felt that this Bureau has both a real potential and a great contribution to make in the development of Vocational Education in the State of New York.

Report of Ad hoc Advisory-Evaluation Committee

Bureau of Occupational Education Research

August 22-23, 1966

The ad hoc advisory and evaluation committee is pleased to note the continuous progress of this Bureau since the first evaluation carried out on January 10-11, 1966. Substantial effort has been made by the Bureau to recognize and effectuate the committee's suggestions made in the former report.

This continued study of the Bureau makes it possible for the committee to note emerging goals and directions of the unit; to more fully develop previous recommendations and to reassess the activities of the initial 18 months funding period.

The main aspects considered by the committee are categorized under the following headings: staff, plans, relationships and activities. The recommendations of the committee are based upon 1) a review of written reports and documents, 2) interviews with staff members individually and collectively and 3) through interviews with appropriate State Education Department officials.

The committee's general reaction to the Bureau's progress and potential is very favorable. The following were most commendable:

1) the evidence of sound leadership and good administrative practices by the Bureau Chief.
2) high staff morale.
3) high staff productivity.

4) the comprehensive plans and program of activities characterized by a balanced point of view with respect to all areas of occupational education.

5) the effective working relationships that have been established with other bureaus, agencies and institutions.

6) the conscious attention to and provision for staff professional growth and development.

7) the support the Bureau has received from the policy making levels in the Education Department as evidenced in the decision to establish this unit as a continuing Bureau; to provide the budget support essential for continuity of effort and to give Bureau Chief status to the research coordinating unit director.

The following are suggestions for assisting this Bureau realize more fully its excellent potential for service to vocational and occupational education in New York State.

STAFF

1) The committee expresses strong hope that all allocated positions be filled without delay and that the staff be kept at full strength.

PLANS

1) It is suggested that the services of an advisory-steering committee be sought to serve as a standing committee. A committee consisting

of representatives from a wide area of occupational interests including agriculture, business, government, industry, labor, etc., might be useful in identifying areas needing research activity, in locating research resources, and for advising on which activities have priority. This committee would serve in an advisory capacity only.

2) The plans for an interstate biennial workshop focusing upon regional interstate research problems, priorities and resources are strongly endorsed.

3) It is further suggested that there could be considerable merit in the Bureau sponsoring an inservice research and evaluation training program for persons from other Bureaus of the State Education Department working in the area of vocational and occupational education, and for local and area school directors of vocational programs.

4) The committee expresses a concern that activities of this Bureau be so carried out as to make the fullest contribution to the long range plans and policies of occupational education as set forth by the State Education Department and those of the region. It is urged that ways be implemented to keep the Bureau in close contact with the decisions of appropriate policy making groups in the State Education Department.

5) A good beginning has been made in the area of keeping the Bureau staff members current on significant research as reported in the journals, reports, etc. However, with the present research explosion this is an area of activity which must be more fully developed.

6) Some progress was noted in the Bureau's efforts to formulate an activities and program flow chart. However, the committee again recommends this as a technique which has considerable merit for coordinating staff operations as well as providing a means for informing others of the Bureau's current and projected activities.

7) The committee suggests that this Bureau formulate an overall plan for occupational research in New York State -- a long range plan which might serve as a guide in selecting staff, in identifying research problems and in establishing research priorities.

8) It was thought that the Bureau might find it advantageous to condense the information from its report of activities for the first funding period and from it prepare a pamphlet or information release to be distributed to the occupational education profession.

9) A listing should be maintained by the Bureau which would record the agencies, organizations and research personnel involved in the research and development activities of this Bureau -- this also to include the nature of the involvement. Such a list could be used in locating potential research project leaders; for coordinating future research efforts; in seeking consultant and resource assistance; for developing inservice training program participant lists and for reporting progress in establishing research relationships.

RELATIONSHIPS

1) Efforts should be made to continue and strengthen the excellent working relationships this Bureau has established to date. This should include formalizing steps for regular involvement of the staff of the Bureau in the planning activities of the Division of Occupational Education. The present physical separation of the research and program areas makes this increasingly important.

2) The committee notes with approval the orientation and guidance rendered by the Bureau staff to neighboring states in assisting them in establishing their occupational education research programs; also,

the regional approach that is evident in many of the research activities. While there are limitations of time and manpower that can or should be expended on such efforts the committee expects this interstate "service-type" of effort to take less of the total Bureau time in the future as neighboring states gain momentum in their research efforts.

3) The committee strongly suggests that continued and expanded assistance and advice, in the planning, designing and review of projects, be sought from resource persons in such related areas as urban sociology, rural sociology, labor economics, industrial psychology, learning theory, etc.

ACTIVITIES

1) The committee recommends that the number of projects under direct sponsorship and supervision of the Bureau not be considered as the criterion of the Bureau's effectiveness but rather there should be a reported balance within the areas of research stimulation, consultation and coordination.

2) The program of the Bureau should be continuously reviewed to insure that this balance is maintained and that major gaps in areas of needed research do not exist.

3) The committee agreed that additional attention should be given to occupational research in the areas of (a) the student with special needs, (b) the occupational education needs of urban population and (c) the problems and questions relating to the validation of the area school concept.

4) The committee recommends that the final report of activities of this Bureau be so prepared as to show the degree or extent of involvement of the Bureau in each research project (e.g., did the Bureau originate the idea? -- did staff members assist only in the design phase? -- did the Bureau only fund this effort? -- or is the project totally a Bureau effort?). This might be broken down in terms of major, moderate or minor involvement categories as the staff members deem most appropriate.

5) The committee compliments the Bureau staff on the dissemination of information efforts presently in operation as evidenced by the abstracts prepared, the reports written, extensive conference reporting and the plans for a specific research project devoted to studying the structure and operation of a model occupational information dissemination unit between the New York State Employment Service and the Bureau of Guidance in the State Education Department.

6. The staff is to be commended on its readiness to respond to numerous and widespread calls for service. There will always be need for such service, however, this must be judiciously managed or it may unduly encroach upon the main functions of the Bureau. The committee raises the question whether there is a Bureau of Statistical Services which might appropriately be looked to for assistance on some of the requests received? In those instances where specialized information or data not otherwise available in the proper form is needed it will, of course, be necessary for the Bureau to engage in some statistical data transmission services.

7. The Bureau is to be commended for its efforts in the area of giving leadership and direction to the founding of a new national organization known to the profession as the American Vocational Education Research Association.

It is the considered opinion of this committee that the State Education Department and those in Occupational Education will find this Bureau to be of increasing value as it gains experience and the beneficial results of its activities emerge.

SUMMARY

The New York State Research Coordinating Unit is an agency for the conducting, promoting, evaluating, and disseminating of occupational education research -- both intra and interstate.

New York State in 1962 pioneered in the appointment of a professional to work full time on research in across-the-board vocational education. In February 1966, the Bureau of Occupational Education Research was approved by the Board of Regents, Civil Service and Budget officials. Because the need for and services of a vocational education research staff was recognized, the operation acquired permanency as a Bureau and has become a vital part of Occupational Education.

Among the activities undertaken are the following illustrative examples: Consultative field services to educational agencies, proposal transmission to appropriate funding agencies, research projects in occupational education needs of youth and adults, studies in the effectiveness of occupational information dissemination and future curriculum needs in occupational education. The RCU also maintains a continuous statewide record of occupational education statistical data, cooperates with other states to promote regional attacks on pertinent occupational education problems, and effectuate close liaison between the RCU and the Office of Occupational Education on problems of mutual concern.

Some specific areas investigated are the following: the preparation of appropriate materials for the use of guidance, counseling, and placement personnel; the identification of meaningful curriculums in business education secondary schools for slow learners; the development of various trade and industrial aptitude testing batteries; the validation of newly developed industrial teacher trade competency examinations; the identification of problems and patterns of achievement in occupational education programs at two-year colleges; the development of evaluative criteria and rating scales for new area vocational programs; the determination of the optimum hours of skills instruction necessary to achieve a given level of skills instruction in trade, technical, business and distributive education; the investigation into the feasibility of initiating occupational programs in large city comprehensive high schools; a study of the use of mass media to disseminate occupational education information to the disadvantaged; a study of pilot programs in home economics wage-earning courses; and a study to determine the effectiveness of a machine shorthand as compared to manual shorthand.

The Chief of the Research Coordinating Unit participated in the following conferences and organizations; The Northeastern States Agricultural Education Research Conference at Pennsylvania State University, the Mid-Hudson School Study Council, the American Vocational Association, supervisors of business education in the city schools of New York State, the conference of the New York State Counselors Association, and the American Education Research Association (AERA). As an officer of the American Vocational Education Research Association, (AVERA), the Bureau Chief is responsible for

a considerable amount of the correspondence and coordination of this emerging affiliate of AERA. The Bureau has also put its resources and facilities at the disposal of AVERA on numerous occasions.

The RCU planned several statewide workshops to identify occupational education problem areas and to disseminate occupational information research results carried on in this office and elsewhere. By serving as the focal point for the marshalling of interstate, statewide and Education Department research resources in an attack on immediate and long range problems, the Bureau of Occupational Education Research is performing a unique and vital service to occupational education program development.

OE 6000 (9-65) DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
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15. ABSTRACT *(250 words max.)* The New York State Research Coordinating Unit has been established for the purpose of conducting, promoting, evaluating and disseminating occupational education research on an intra and interstate basis.

In conjunction with this primary purpose, the RCU has provided consultative services to educational agencies and transmitted proposals to appropriate funding agencies. In addition, the RCU has activated and conducted research projects concerned with occupational education needs for youths and adults and with the problem of effective occupational information dissemination. Because of these priorities, the RCU has conducted two in-house projects: one concerning the effectiveness of machine shorthand as compared to manual shorthand and a second to study the feasibility of establishing a model occupational information dissemination unit.

The RCU maintains a continuous statewide record of occupational education statistical data, cooperates with other states to promote regional attacks on pertinent occupational education problems and effectuates a close liaison between the RCU and the Office of Occupational Education on problems of mutual concern.

The RCU was involved in the following specific activities:

Identification of meaningful curriculums for slow learners in business education; the validation of newly developed industrial teacher trade competency examinations; identification of problems and patterns of achievement in occupational education programs at two-year colleges; determination of the optimum hours of skill instruction necessary to achieve a given level of skills instruction in trade, technical, business and distributive education; a study of pilot programs and the development of evaluative scales in home economics wage earning courses.

16. RETRIEVAL TERMS *(Continue on reverse)*

17. IDENTIFIERS